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ABSTRACT

The bibliography contains 92 English language annotations of newspaper articles and government publications about education in selected North African countries. All entries were published during 1976. Organized by country, the bibliography presents sources relating to educational philosophy and theory, educational administration, adult education, special education, teaching methods, and structural organization of all levels from primary through higher education, including vocational education. A list of periodical sources concludes the document. (AV)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

MAGHREB

ALGERIA

LIBYA

MOROCCO

TUNISIA

Vol. 10 No. 2 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by the

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PREFACE

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved; and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulities, these issues will, we hope, be of use not only to educators and students, but also to those with a general interest in North Africa.

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I. ALGERIA

Philosophy and Theory of Education

1. "Ordonnance du 16 Avril 1976 portant organisation de l'éducation et de la formation" (Ordinance of April 16 organizing education and training). Journal officiel de la République Algérienne, April 23, 1976, p. 428.

The ordinance states that all Algerian citizens have a right to education and training, a right which is guaranteed by the universalization of fundamental education. A decree to be published will specify the ways in which this article is to be applied.

Education is obligatory for all children between the ages of six and sixteen.

The government guarantees equality of opportunity for access to post-fundamental education, without limitations other than individual aptitudes and the means and requirements of the society. Education is free of charge at all levels, regardless of the type of educational institution attended.

Education will be dispensed in the national language at all levels of education and training, and in all disciplines. Another subsequent decree will specify the ways in which this article is to be applied.

Further decrees will specify the organization of foreign language instruction.

Educational instruction is dependent exclusively upon the government, and no individual or collective initiative may exist outside the framework defined by the present ordinance.

2. "L'enseignement" (Education). El Moudjahid, May 11, 1976, p. 2.

This article contains proposals made by an educational authority concerning scientific and technical education.

To enable the children of coming generations to acquire basic scientific principles, to assimilate and master new, perpetually evolving methods, and to adapt themselves to the rhythm of the country's development in all fields, one-half of their school time should, says the author, be devoted to scientific and practical subjects.

The scientific and technical revolution which occurred in the 50's and which has widened the gap between the industrialized countries and those of the third world, makes it necessary to conceive a fundamental, polytechnical education, so that the country may reach a vital objective, that of emerging from the total technological dependence inherited from the colonial period. This supposes a total reform of the system of teacher training and further training of teachers on all levels.

Educational organization

3. "L'enseignement dans le Hoggar" (Education in the Hoggar). El Moudjahid, April 1, 1976, p. 2.

Education in the wilaya of Tamanrasset has advanced prodigiously; while the basic substructure which is indispensable for harmonious development has been organized in a rational and efficient manner.

With respect to numbers, during the 1968-69 school year the daira of Ain Salah had 2,644 students, and that of Tamanrasset 1,702. The figures for the present year are 4,125 and 3,365 respectively. This gives an indication of the increase called for in teachers and classrooms.

Staffing poses certain problems, the director of education and culture has pointed out, for the personnel is composed essentially of young people, who must constantly attend pedagogical training programs. The administrative staff is distinctly inadequate in the face of the needs.

There is, he has said, only one solution for meeting the needs of the different sectors: the necessary staff must be trained on the site, hence the necessity for a maximum development of technological educational institutes.

4. "Réunion des cadres du Ministère des Enseignements primaire et secondaire. La réforme et la rentrée scolaire 76-77 à l'ordre du jour" (Meeting of the staff of the Ministry of Primary and Secondary Education. Reform and the 1976-77 school year on the agenda). El Moudjahid, April 27, 1976, p. 2.

At the opening session of the annual meeting of staff of this ministry, the minister of primary and secondary education gave a speech in which he emphasized the importance of the aims of this annual seminar.

The agenda includes three points: the preparation of the 1976-77 school year and the prospects for the 77-78 year; the problems of decentralization raised by the new administrative divisions, and the application of the reform.

5. "Réunion des cadres du Ministère des Enseignements primaire et secondaire. Réaliser les programmes des constructions scolaires dans les délais" (Meeting of the staff of the Ministry of Primary and Secondary Education. Achieving the school construction programs within the allotted times). El Moudjahid, April 28, 1976, p. 3.

Concerning the preparation of the next school year, the minister said that despite the efforts made with respect to school facilities, certain wilayas are showing a delay in the achievement of the planned projects, especially on the levels of the technical and secondary cycles. Any delay, said the minister, in the completion of the programs will necessarily cause serious disturbances in the domain of students' activity.

The minister then spoke of the question of the obligatory texts recently adopted by the government, which should in future breathe new life into the Algerian educational system, thanks to the definition of the reform and its various applications.

6. "Clôture du séminaire des cadres du Ministère des Enseignements primaire et secondaire" (Closing of the seminar of the staff of the Ministry of Primary and Secondary Education). El Moudjahid, April 30, 1976, p. 3.

The seminar has concluded in favor of the new texts organizing education and training in Algeria, and has stated that study should be given, on the national, the wilaya and the local levels, to the most appropriate ways of explaining the reform system, so as to provide motivation for the teaching staff and the educational authorities, and so as to undertake progressively the achievement of the new structures — the fundamental school, vocational training and technological instruction, pedagogical research and experimentation.

The new administrative division means that each educational and cultural bureau, at the level of the wilaya, will have its own organization, most capable of enabling it to accomplish its mission.

7. "Enseignement. Kolea: Un lycée et un CEM ouvriront leurs portes à la prochaine rentrée" (Education. Kolea: a lycee and a technical secondary school will open at the beginning of the next school year). El Moudjahid, May 12, 1976, p. 9.

The system here with respect to education has been improved thanks to the opening of numerous classes. A school has recently been opened in the chief town of the commune. In addition, a new technical secondary school with 600 places is soon to be opened, and a lycee and a second technical school are planned. Once these have been completed — which should be before October 1976 — the schools of this daira should find their difficulties considerably alleviated.

8. "Au Journal Officiel du 23 Avril 1976: Les établissements d'enseignement privé intégrés au patrimoine de l'enseignement public" (In the Official Gazette of April 23, 1976: The private schools integrated into public instruction). El Moudjahid, May 13, 1976, p. 1.

Governmental dispositions have now integrated the establishments of private education with the public school system under the administrative and pedagogical authority of the Ministry of Primary and Secondary Education.

The texts will come into force at the end of the current school year, and the students who have frequented private establishments, as well as their teachers, will be reenrolled and assigned to the public schools.

9. "Après l'intégration de l'enseignement privé dans le secteur public. Des inquiétudes à dissiper..." (After the integration of private education into the public sector. Doubts to be assuaged...). El Moudjahid, June 8, 1976, p. 2.

Until now, private education in Algeria has included a considerable number of establishments opened upon individual or collective initiative. Certain institutions which existed well before independence were managed by their owners according to their own interior regulations, their statute being fixed by ordinance 68.71 of March 21, 1968.

Such education has hitherto been tolerated, since the Algerian schools were not capable of meeting the massive requirements of school enrollment. But the existence of such instruction has become increasingly conflicting with the basic principles of education in the country.

Educational organization - Secondary education

10. "Concours national. 320 lycéens aux épreuves éliminatoires d'Alger" (National competition. 320 lycee students at the eliminatory tests of Algiers). El Moudjahid, April 22, 1976, p. 2.

The tests for each subject in this national academic competition last 5 hours, and concern mathematics, physics, history, Arabic, natural sciences, philosophy and German.

The aim of the competition, which was created by a ministerial decree of December 5, 1975, is to contribute to improving the students' results by creating a climate of healthy competition in the educational establishments. It is hoped that it will reveal and provide encouragement for gifted and talented students, make possible an objective evaluation of the educational system, facilitate the selection of students who could compete in international competitions, and recompense the efforts of the best students.

11. "Baccalauréat. 41,138 candidats cette année" Baccalaureate. 41,138 candidates this year). El Moudjahid, June 9, 1976, pp. 1 & 2.

Every year thousands of primary and secondary school students take their end-of-year examinations in June.

Each year, the number of candidates for the various examinations increases, a fact which is indicative of the constant efforts made by the government and by the educational authorities in the domain of education. It goes without saying that these efforts express the deliberate choice made by the country to make education democratic, and consequently to make the school enrollment effort a profitable one.

The number of candidates for the baccalaureate this year reached a figure of 41,138.

Educational organization - Vocational education

12. "Oran. Ouverture d'un centre d'études et de rattrapage pour les enfants de Chouhada". (Oran. Opening of a center for study and remedial study for the children of "Chouhada"). El Moudjahid, April, 17, 1976, p. 10.

After a long period of planning which could not be realised for lack of staff and money, a study and further studies center has finally been created in Oran for the children of former moudjahidine. The students, 460 in all, have been selected from 2000 candidates.

The Bureau for Education and Culture has finally agreed to assign to the federation some ten teachers, monitors and organizers.

At the end of the school year, if the program is followed, the youngest and especially the most brilliant graduates will be sent to the Victor Hugo Technological Health Institute, to a secondary technical school, to the school for administrative training, or to the St-Eugène vocational training center, where they can specialize in mechanics or industrial electromechanics. The rest of the students will be oriented directly to the work market, either at the level of the work sites, or in the different administrations and national companies.

Educational organization - Higher education

13. "Tlemcen. Vers l'amorce d'un enseignement universitaire dans la wilaya" (Tlemcen. Towards the beginning of university education in the wilaya). El Moudjahid, April 7, 1976, p. 11.

Thanks to the effort at decentralization made by the revolutionary government in all fields, and thanks to the important place accorded education and training, the city of Tlemcen will soon become one of the country's university cities.

It will be endowed with a university of a capacity of 10,000 students for which the land has already been chosen.

The university will include specialized establishments for the training of skilled staff for the wilaya in the fields of electronics and animal health (agro-veterinary institute). The creation of a national institute for the training of engineers is planned, because of the projected expansion of electronics through the setting up of two large SONELEC units in Tlemcen and Bel-Abbes. The institute will have a capacity of 1,000 students.

14. "Arrêté du 24.1.76 portant création d'un centre de la technologie et des sciences nucléaires (CRSN)" (Bill of 1.24.76 creating a center for nuclear technology and sciences (CTSN)). Journal officiel de la république algérienne, May 25, 1976, p. 545.

This training and research center created in Algiers is set up in following aims: providing post-graduate training in nuclear engineering; training nuclear technicians; developing applied nuclear research; establishing and up-dating nuclear scientific information and documentation; ensuring, in the domain with which it is concerned, all the works entrusted to it by the minister responsible for scientific research and by the national organism of scientific research; concluding agreements and research and study contracts with all natural or fictive persons.

15. "Université de Annaba. Rencontre étudiants-hommes de science à la première conférence scientifique" (University of Annaba. Meeting between students and scientists at the first scientific conference). El Moudjahid, June 8, 1976, p. 2.

The university of Annaba, which opened in September 1975, counts over two thousand students at present.

The past year was marked by the holding of the first scientific conference, attended by numerous students and eminent scientists.

Attended also by delegates from national companies, bureaus and government authorities, the conference was favorably received, and demonstrated the growing scientific collaboration between the university and the national companies. There are numerous industries in the Annaba region.

The rector of the university stated in an interview that the university has three missions: training, scientific research (without which the university is no more than a professional school), and that of being a center for discussion and mobilization concerning broad national problems.

Adult education

16 "Ouargla. La formation professionnelle en progression dans la wilaya" (Ouargla. Vocational training is progressing in the wilaya). El Moudjahid, May 11, 1976, p. 11.

A new adult vocational training center is to be built in Ouargla, in the framework of the investment program of the second four-year plan.

This establishment, whose cost is estimated at 7,110,000 dinars, will be composed of eight sections (locksmithing, foundry, welding, soldering, mixed, plumbing, agricultural mechanics, automobile mechanics, adjusting, electricity and radio-television. It will have a boarding section of 150 places.

The new prospects opened by the second four-year plan, and the existence of a heavy demand for skilled labor, mean that vocational training in the wilaya is progressing both qualitatively and quantitatively.

Special education

17. "Une école paramédicale à Tamanrasset en octobre prochain" (A paramedical school in Tamanrasset next October). El Moudjahid, April 6, 1976, p. 6.

A paramedical school which will be connected with that of Ouargla is to be opened in Tamanrasset next October. This decision was made recently at a meeting held in the wilaya.

18. "Renforcement de l'enseignement de la pétrochimie" (Reinforcement of instruction in petrochemistry). El Moudjahid, April 8, 1976, p. 10.

The Algerian Petroleum Institute, created in 1965, was extended and defined in 1973, the date on which it became the Algerian Institute of Petroleum, Gas, Chemistry, Petrochemistry, Plastics and Motors, or the IAP.

This establishment, which trains engineers and highly skilled technicians, has branches in Azzen, Hassi Messaoud, Es-Senia, Annaba, Setif, and starting this year in Skikda.

The institute is composed of 250 dormitory rooms, 3 restaurants with a 450-place cafeteria, 2 common rooms, and a documentation center with library. There are also a darkroom and other workshops, and other meeting and classrooms.

Conceived to take 450 higher technicians and 50 engineers, the IAP will probably open in around 1977.

19. "Rééducation des mineures délinquantes. Remise de diplômes FPA à la 1ère promotion filles" (Reeducation of juvenile delinquent girls. Granting of FPA diplomas to the first girls' graduating class). El Moudjahid, April 29, 1976, p.2.

At this ceremony, diplomas were granted in general and industrial dressmaking to the first graduating class of girls, who entered this reeducation program less than two years ago.

The merit of the girls is all the greater in that most of them were, upon entering, illiterate.

The success thus obtained with the collaboration of the services of the Ministry of Labor is encouraging to the center, which is soon to open two other sections independent of the other sections of general instruction which are already functioning.

Teacher training

20. "Conférence nationale des enseignants. S'adapter aux réalités de l'école algérienne" (National teachers' conference. Adapting to the realities of the Algerian school). El Moudjahid, April 7, 1976, p. 2.

The article reports on the opening of the constitutive conference of the national union of primary and technical schools teachers.

This initiative is seen as a new step in syndical organization, on the national scale, of the entire education sector, which counts 90,000 teachers.

The elementary schools alone have seen 420,000 new first-grade enrollments. The increase in the number of students has been accompanied by an increase in the entirely Algerian staff, who now total 80,000 teachers for the elementary schools and 12,500 for technical schools.

To the great satisfaction of the teaching body as a whole, the teaching profession, long considered the "poor relative" of the public function, has been accorded the greater value it merits: salary increases of 30 per cent have been granted.

21. "Un institut technologique de l'éducation à Tamanrasset" (A technological educational institute at Tamanrasset). El Moudjahid, May 9-10, 1976, p. 10.

This new annex to the educational technological institute of Ouargla will include two sections of 30 students each. It will train Arabic-speaking teachers, and in a few years should become an institute for the training of educators which will be independent of the Ouargla establishment.

22. "Mostaganem. Séminaires des inspecteurs de l'enseignement élémentaire des wilayas de l'ouest" (Mostaganem. Seminar for the elementary school inspectors of the western wilayas). El Moudjahid, May 12, 1976, p. 6.

In the speech opening this seminar, the general inspector of education at the Ministry of Elementary and Technical education emphasized the prime place accorded to education in the National Charter, especially through chapters devoted to the cultural revolution, the national language, the combatting of illiteracy, the training of teachers and political training.

The seminar was also to be devoted to lectures followed by debates on the comparative study of the texts of these schools, the teaching of mathematics, and the teaching of sciences at the elementary school level.

Agricultural education

23. "Mostaganem: 1300 ingénieurs d'application formés à l'ITA" (Mostaganem: 1300 applied engineers trained at the ITA). El Moudjahid, April 29, 1976, p. 6.

This training establishment, called "The agricultural institute of June 19," has as its mission the training of applied engineers.

Ever since the country won its independence, Algerian agriculture, a vital sector in the national economy, has been confronted with the difficult problem of a shortage of skilled workers.

At this level, the predicted needs for 1980 were set at 7,245 engineers, a considerable figure considering the periods assigned to attain the aim.

Materially speaking, 30 million dinars have served to transform a former military barracks into a training center at which avant-garde teaching methods are applied. The institute has an integrated television circuit which includes recording studios. The institute also has laboratories for analysis and experimentation, and a library of books and films.

The staff of the institute, initially composed mainly of teachers under cooperation programs, has gradually become increasingly Algerian, and the entire staff will be composed of Algerian nationals starting next year.

24. "Tiaret, Construction d'un institut technologique agricole moyen" (Tiaret, Construction of a "middle-level" agricultural technological institute). El Moudjahid, May 11, 1976, p. 11.

The Tiaret center for the training of agricultural technicians has been functioning since October 1971. It has expanded from an initial capacity of 30 to its present capacity of 50 trainees. The establishment has had the merit of showing an appreciable result within the framework of the diversified training in agriculture.

Since it was opened, the center has trained 230 technicians for the CAPRA and 83 others for the self-managed sector, with the introduction of a further training program for the latter.

The establishment also trains "literacy agents," who have benefitted from a three-week pedagogical program and an eight-week technical program. These cycles have made possible the training of 87 reading teachers for the wilaya of Tiaret and of 45 others for that of Mostaganem.

Libya

Philosophy and theory of education

25. "A revolutionary and ambitious plan for education." The Cultural Week, no. 207, May 28, 1976, pp. 1 + 2.

The first of September Revolution has attributed a capital importance to education, which is considered as the main key to progress. Enormous efforts have been made to develop minds, and the report prepared by the general bureau of education shows that for the first year of the present five-year plan, 111 million 9900 thousand dinars are devoted to education. A total of 16,517,555 dinars, or 14.70% of this, were spent during the first quarter of 1976. The report also mentions the fact that 2,929 classes will be created in 1976, to absorb the flux of new students in primary, secondary and technical schools.

Educational organization

26. "Five new schools." El Jihad, April 23, 1976, p. 2.

The Bureau of Habitation at Masrata has begun the construction of the following new schools ordered by the Ministry of Education:

1. One school of 16 classes in the north of Masrata, for a cost of 211,318 dinars.
2. One school of 10 classes in the Daphnia sector for 130,404 dinars.
3. One school of 10 classes in the Soukta sector of Masrata for 124,909 dinars.
4. One school of 10 classes at El Mahjoub for 120,439 dinars.
5. One school for nurses' aides at Masrata for 499,949 dinars.

28. "The expansion of education in Zaouia." El Fajr el Jedid, May 13, 1976, p. 3.

There are 81 primary schools in the sector of Zaouia, 7 of them are Koranic schools, 20 are secondary technical schools, two are lycees, two are normal schools and there is one technical lycee. In all, they handle 28 thousand students of both sexes.

The educational inspection of Zaouia supervises the schools of the municipalities of Zaouia, Zahra, Sarman and Sebrata. The examinations and the technical orientation are carried out by the inspection of the educational services.

It is planned to create 70 new schools.

The normal schools of Zaouia have become self-sufficient with respect to teaching staff.

Zaouia has a problem of a geographical and economic order, since these schools are being built at the expense of agricultural surfaces.

29. "Creation of 20 new schools." El Fajr El Jedid, May 25, 1976, p.2.

Twenty new schools are to built during 1976 in the sector of Tarhouna and Beni Ouled, composed of 176 classes.

The head of the Popular Commission of Educational Control of the Tarhouna sector has stated that his inspection will receive 10 schools composed of 96 classes and 2 boarding classes at Tarhouna and Beni Ouled.
The total cost of these constructions is 2,556,000 dinars.

Approval has also been obtained with a view to building ten schools composed of 80 classes and 2 boarding classes of 616 beds, as well as for adding 30 classes to a certain number of schools in this sector.

30. "The possibility of instruction exists for every citizen." El Fajr El Jedid, May 29, 1976.

During the year 1976, 2,929 classes are to be created to meet the new needs of the primary, secondary and technical cycles.

Primary: 108 classes for a total cost of 1,282,995 dinars were decided upon during the first quarter of this year.

Technical: Contracts have been signed for the construction of 19 classes, for a total cost of 111,219 dinars.

Secondary: 249 new classes are to be created this year.

Technical secondary: The efforts made bear on the creation of the commercial lycee in Tripoli, and of two lycees for applied architecture.

Normal schools: 11 normal schools are to be built in Tripoli, Benghazi, Derna, Ajdabia, Masrata, Zliten, Khoms, Gharian and Sebha.

31. "The revolution has concerned itself with education ever since the first days of its power." El Fajr El Jedid, June 15, 1976, p. 2.

The Minister of Education opened a conference on school buildings, giving a speech in which he expressed the revolution's concern in schools. The classes created in the last six years number 8,428, as opposed to the 4,262 existing before the revolution.

The conference was attended by, among others, the minister of habitation, the minister of marine transport, and a representative of UNESCO.

32. El Fajr El Jedid, June, 17, 1976, p. 3.

The city of Zaouia is, says the article, expanding rapidly in urban, sanitary and educational terms.

The area's new educational projects are:

- the beginning of the construction of a lycee at Zaouia, for 1,216,266 dinars;
- the creation of a normal school, for 1,211,485 dinars;
- the creation of a 20-class technical school at Zmamta and Jemaa Gamoudi for 163,035 dinars;
- a primary school costing 143,969 dinars;
- a boys' lycee with dormitory for 924,746 dinars.

33. "Private education is doing well." El Fajr El Jedid, June 19, 1976, p. 3.

The private schools in Libya are attended by a total of 14,987 students.

There are 24 kindergartens, with 2,966 children;
40 primary schools, with 9,412 pupils;
11 technical schools with 644 students; lycees with 250 students; cultural schools, and schools for language learning, attended by 1,715 students.

These schools are supervised by the Ministry of Education.

34. "The highest school enrollment in the Third World." El Jihad, June 28, 1976, p. 1.

Dr. Mohammed Cherif, Minister of Education, gave a press conference in which he declared that the First of September Revolution has given all possible attention to education, a fact which has caused the country to reach the point at which primary education is obligatory. At the end of the last school year there were 570,000 primary school pupils, whereas the figure did not exceed 270,000 under the old regime. He added that during the 75-76 school year the number of teachers reached 33,424, while under the old regime it did not exceed 12,580.

Educational organization - Primary education

36. "A place for every child in primary schools, and obligatory education." El Jihad, May 28, 1976, p. 8.

Since the takeover by the revolutionary government in 1969, the revolution has taken great steps in education, consisting in the institution of obligatory school attendance, and the creation of schools, lycees and various faculties throughout the republic, so as to enable every citizen to benefit from his right to education, a right denied the population during the successive periods of colonization.

In the first year of the plan, credits to the educational sector reached 111, 990,000 dinars, and expenses during the first three months of 1976 were 16,917,355 dinars for primary schools. During this latter period, contracts were signed for the construction of 108 classes, for a cost of 1,387,993 dinars.

Educational organization - Secondary education

36. El Fajr el Jedid, May 31, 1976, p. 2.

This article gives certain figures for educational in Benghazi. The secondary schools there are attended by 3,923 students of both sexes, and the five schools are composed of 113 classes. The enrollment is 1,727 girls and 3,923 boys. In 1969, the corresponding number of students was 570.

An authorized source at the Educational Services Inspection says that the increase in the number of students during the 1975-76 school year shows the great concern of the First of September Revolution in the school sector, with a view to supplying the maximum of possibilities for education.

At present, there are 8 lycees in Benghazi alone, five of which are for boys and three for girls, totalling 113 secondary classes.

Educational organization - Vocational education

37. "The Minister of Labor inaugurates the new vocational center of Khoms." El Jihad, May 31, 1976, p. 2.

The Minister of Labor and of the Civil Service inaugurated a new vocational training center in Khoms, and stated that Libya cannot consider the employment of foreign labor as a solution. On the contrary, the country must prepare her citizens to assume their responsibilities towards their country.

He specified that before the revolution there were 4 such centers, 2 of which had been created thanks to foreign assistance. In the present year, 10 centers are to be opened. People must understand the importance of vocational training, which should be revised. The aim of such education must not be exclusively theoretical instruction, said the minister.

38. "Ten vocational training centers have been opened this year." El Fajr el Jedid, May 31, 1976, p. 2.

This article, also reporting on the opening of the Khoms vocational training center, gives certain figures concerning vocational education. The plan for development involved no more than 100 million dinars before 1969, while it has now reached 1200 million dinars. These projects need labor — more than 300,000 employees.
The number of people attending vocational training centers has increased by 400 per cent since the revolution, and every such student will in future receive a grant.

Educational organization - Higher education

39. "New graduating class of police officers receives its diplomas at the Faculty of Law." El Fajr el Jedid, April 1, 1976, p. 2.

The commandant Khouildi Hamidi, a member of the Council of the Revolution, and Minister of the Interior, made certain declarations at the Center for Police Training in Tripoli during the graduation ceremony.

The level of police education has reached a high degree, he said, a fact of which the revolution is proud.

The role of the Ministry of the Interior in Libya is an avant-garde role in education. Every policeman is a teacher, wherever he may find himself, since his role of assistance greatly resembles the part played by a teacher.

40. "The university, a consultative body."
El Fajr el Jedid, June 27, 1976, p. 3.

During a meeting of the Higher Council of the plan last May, the head of the Revolution recommended that the university be transformed into a consulting body capable of pursuing the scientific revolution in all the projects of the revolution's programs.

The university is not required to attain perfection, but its obligation is to provide an occasion for promoting consultation in the academic environment.

It is important that Libyan citizens be counted upon — they alone can guarantee the continuity of research in the country.

Adult education

41. El Fajr el Jedid, June 27, 1976, p. 8.

The Libyan Arab Republic participated in an international conference organized by UNESCO concerning adult self-education held in Cairo.

The project aims at profiting from adult education techniques and at filling the needs for specialized teachers.
The Libyan Minister of education has reserved 33 thousand dinars toward this end. The technique is based on films, recordings and pocket texts. The experiment has been carried out in various regions — Tripoli, Benghazi, Oubadi, Ajdabia and Sebha.

Special education

42. "New graduating class at the Civil Aviation School of Tripoli."
El Fajr el Jedid, April 27, 1976, p. 2.

This graduating class is composed of 62 students in the field of civil aviation.

Hundreds of thousands of dinars are spent to plan grandiose projects, but the human element is needed to animate the projects, said the Minister of Communications in the presence of the heads of the People's committees and the authorities of aviation and meteorology. The Director of the Civil Aviation Service announced that a new project is to be carried out on the road to the Tripoli airport. As for the school itself, its graduates now number 300, and are distributed in positions of responsibility in the airports and weather bureaus.

43. "Our newspaper in the Center for the Blind." El Fajr el Jedid, June 6, 1976, p. 3.

In 1964, the efforts of an elite of willing men were put to service to set up a social institution which would concern itself with the affairs of the blind in Libya, preparing them professionally and culturally to build their society.

On April 18, 1964, the center became a reality, bearing the name of "Light" for the blind. A large number of trainees have graduated from it, and are now employed in the national economy. The association is a philanthropic one, and is under the administration of the Ministry of Social Affairs, which this year provided it with a subsidy of 100,000 dinars.

44. "Labor culture in the Libyan Arab Republic." El Jihad, June 15, 1976, p. 5.

"Labor culture," says the article, in the Libyan Arab Republic is a relatively recent creation, the result of an idea matured and given concrete form in law no. 82 of 1971, which is the first step in the building of the labor culture plan.

Following this law, a school for labor culture was created in Tripoli, beginning to play its role in March 1976. Within the framework of the same plan, a center has been set up in Benghazi, organizing 68 cultural training periods involving 300 laborers. The training periods were diversified, as they consisted in courses in general culture, political awareness and specialized training. The first class has just graduated, having specialized in work safety and general security.

45. "Interview at the Faculty of Agronomy." El Jihad, June 25, 1976, p. 5.

The Head of the Revolution has requested that the faculties be transformed into consulting organisms. The Faculty of Agronomy will create experimental pilot farms which will serve as models for farmer orientation.

The faculty will undertake a general census of all the diseases and other afflictions of agriculture.

With respect to the achievements of this faculty, the dean has declared that the Faculty of Agronomy has so far participated in 131 projects. The experiment will in future be extended and reinforced. The third-year students will be assigned to [illegible] the various projects so that they can improve their experience. Each student group will be guided by two teachers.

Special problems

46. Meftah Jouili, "Truths concerning education." El Fajr El Jedid, May 1, 1976, p. 3.

This survey, taken in the classes of several schools, involved 1000 children.

The children's parents, registers, class notebooks, teachers and principals were consulted for the survey, and the results show that:

30% of the children do not like arithmetic, and do not succeed in it;
5% hate school and all school subjects;
8% like all their subjects;
8% have failed in spelling.

The parents do not help their children with their schoolwork at home, for lack of time, interest or knowledge.

47. "Truths concerning education." El Fajr El Jedid, May 2, 1976, p. 3.

In this continuation of the previous article, the newspaper asked the educational authorities how, in the light of the results of the survey, Libya can meet the needs of more than one-half million primary school pupils.

The problems are many — insufficiency of teachers, the environment, the programs. The problem of teachers is a two-fold one of both quantitative and qualitative inadequacy, explained by the fact that the number of pupils has risen from 5,127 in 1969 to 19,546 in 1975, while the number of classes has gone from 180 in 1969 to 2,386.

MOROCCO

Educational organization - Secondary education

48. "Olympiades mathématiques" (Mathematics olympics). L'Opinion, April 12, 1976, p. 6.

Within the framework of its cultural activities, the Istiqlal youth organized, for lycee students of the fourth and terminal classes (mathematics series), a mathematics competition.

This competition should help the students to prepare their diplomas — the certificate and the baccalaureate. It covered the mathematics programs of the fourth and terminal years as of May 30, 1976. Sessions were held in all the largest cities of Morocco, and numerous prizes were distributed.

49. "Lycée Lyautey I. Epreuves facultatives du baccalauréat 75. Centre de Casablanca" (Lyautey I lycee. Optional baccalaureate tests, 1976. Casablanca center). L'Opinion, April 26, 1976, p. 7.

The article gives the schedule for the optional baccalaureate tests.

50. "Le Lycée Lyautey à l'heure des épreuves d'E.P.S." (The Lyautey lycee during the E.P.S. tests). L'Opinion, April 27, 1976, p. 6.

The article discusses the preparation for teachers of physical education and sports.

Candidates for preparatory sections of physical education teaching were informed that a session of physical tests (athletics, gymnastics, team sports, swimming) had been organized at the lycee Lyautey, and the schedule for registration is given.

Educational organization - Vocational education

51. "Le centre de formation professionnelle de Royal Air Maroc" (The Royal Air Maroc vocational training center). L'Opinion, April 2, 1976, p. 7.

The Royal Air Maroc professional training center has been training navigating engineers since 1963. The training of airline pilots is of more recent date, as the corresponding sections was opened only in 1970.

The pedagogical method of relating theory and practice is of real significance in the training of navigating technicians. Proof of this is the importance accorded to training programs. Out of 49 months of instruction, 31 are spent in practical training.

Similarly for navigating mechanics, 9 out of the 21 months of training are reserved for practical training periods.

52. "Inauguration hier de l'exposition 'vente de travaux d'élèves'" (Inauguration yesterday of the exhibit "sale of students' work"). L'Opinion, April 24, 1976, p. 7.

The Tahar Sebti Institute is a charitable center which has been recognized by the government since 1953, and which at present has 1000 students chosen from the most underprivileged families. They are given a primary school education and an apprenticeship program in manual work. The instruction is given entirely free of charge, and at the time of this article the institute had organized an exhibit and sale of the students' work, the proceeds of which are to be used for the institute's social work.

53. "Communiqué" (Notice). L'Opinion, May 24, 1976, p. 2.

The Minister of Urbanism, Habitat, Tourism and the Environment (division of vocational training and orientation has organized competitive examinations for admission to the hotel schools of Rabat, Tangier, Marrakesh, Agadir and Fez.

Candidates are required to be between the ages of 17 and 22, to have their secondary school diplomas, and not to have interrupted their schooling for more than one year.
The written tests include a test in the Arabic language, one in French, and one in history and geography.

54. "Communiqué" (Notice). L'Opinion, May 24, 1976, p. 2.

This notice gives the conditions for registration for the entrance examinations to the Higher Institute of Tourism of Tangier.

55. "Cérémonie de clôture des stages de la première promotion du centre de formation douanière" (Closing ceremony for the training programs of the first graduating class of the center for customs officer training). L'Opinion, May 30, 1976, p. 7.

Mr. Abdelkader Benslimane, Minister of Finances, presided over a ceremony at the close of training periods for the first class to graduate from the center for customs training.

This center was created in December 1974, to meet the growing needs of the customs and indirect taxes administration for skilled staff.

Educational organization - Higher education

56. "L'enseignement supérieur: les carrières para-médicales" (Higher education: para-medical careers). L'Opinion, April 3, 1976, p. 4.

In 1956, the Ministry of Public Health had only one school preparing students for the nursing diploma, and two regional schools for registered nurses.

Today, training of the paramedical staff is dispensed in these schools at three different levels:

1. training of the "auxiliary staff,"
2. training of the "skilled staff,"
3. training of the "specialized staff."

Anyone with a government diploma can improve his professional situation, after one year of work and provided he passes a competitive entrance examination, by entering the school for skilled training, where he may become a "health assistant," with a diploma in one of various specialized branches.

57. "Une bibliothèque en agonie, celle de la fac de droit" (A library in agony, that of the faculty of law). L'Opinion; April 11, 1976, p. 6.

The library of the faculty of law of Rabat has always been the object of lively protests; not only is it entirely too small for the number of students using it, but in addition the students can rarely find there the works recommended by their professors.

The article demands that a solution to this situation be found, so that the students will have an effective work tool at their disposal.

58. "Institut supérieur de commerce et d'administration des entreprises. Concours d'entrée en 1ère année" (The higher institute of trade and business administration. Competition for entrance to the first year). (L'Opinion), April 13, 1976, p. 2.

The Higher Institute for Trade and Business Administration is organizing a competition for entrance to the first year; it is open to all those holding the baccalaureate degree.

The institute's cycle of studies lasts four years, and is aimed at training skilled polyvalent administrators capable of occupying positions of responsibility and of administration in public, mixed or private firms.

The competition exams will include four written tests, on general culture, general mathematics, Arabic and English, and one oral examination in general culture.

59. "Premier séminaire des chirurgiens-dentistes marocains" (First seminar of Moroccan dental surgeons). L'Opinion, June 1976, p. 7.

The President of the congress, who opened the sessions with a speech, specified among other things the framework of the creation of a faculty of dental surgery. Thus he said "The urgency of the creation of a faculty of dental surgery is something which is no longer held in doubt.

The extremely small number of dental surgeons in Morocco in comparison with the population, joined with the increasing difficulties Moroccan students are having in enrolling in European faculties and the fact that other countries with much more limited means than Morocco have created such dental faculties, are arguments pleading strongly in favor of the creation of a dental faculty in Morocco."

60. "Avis de concours. Jeunes bacheliers" (Notice of competition, Young baccalaureate-holders). L'Opinion, June 30, 1976, p. 1.

The entrance competition for the National School of the Mineral Industry is to be held on July 8 and 9, 1976.

All those with a baccalaureate in secondary education (sections: mathematics, mathematics and technical or experimental sciences) or candidates authorized to present themselves for the second session of the baccalaureate in these sections may take the tests.

The level of the competition corresponds to the seventh year of secondary education and will include the following subjects: mathematics, physics, chemistry, Arabic and French.

61. "Avis de concours" (Notice of competition). L'Opinion, June 30, 1976, P. 6.

The Royal School of Military Health Service supervises the recruitment and training of student officers in medicine, pharmacy, dental medicine and veterinary medecine., and of student officers in health service administration, in the school or assigned to other school establishments abroad.

The higher instruction proper is dispensed at the Faculty of Medicine of Rabat and in other faculties in foreign countries.

Medical-military and practical training are given in close collaboration with the specialized services of the Mohamed V military educational hospital.

Adult education

62. "Qu'est-ce que l'Ecole de perfectionnement des cadres". (What is the School for the Further Training of Cadres?). L'Opinion, April 25, 1976. P.8.

This school, at Kenitra, admits candidates from an aptitude list proposed by the Ministry of the Interior who have passed a selective entrance examination, and civil servants from the different ministerial departments who fulfill the same conditions.

During the two years of study, the students are accorded a status equivalent to that of student officers of the Royal Military Academy, and are therefore given free room and board.

Special education

63. "Qu'est-ce que l'Institut supérieur de tourisme ?" (What is the Higher Institute of Tourism ?). L'Opinion, April 14, 1976 ; p. 8.

The Higher Institute of Tourisme admitted its first class in 1972. The objective of the institute is to train competent personnel in the techniques of production, sale, reception, planning and administration in the tourism sector, and to train managers familiar with modern management techniques — hotel managers, comptrollers, etc.

64. "Prochaine construction d'un centre de formation maritime à Laayoune" (Imminent construction of a center for maritime training at Laayoune). L'Opinion, June 27, 1976, p. 8.

Mr. Abdellatif Ghissassi, Minister of Commerce, Industry, Mines and the Merchant Marine, presided over the ceremony at which prizes were awarded to students of the National School of Merchant Marine Officiers.

In a speech given on this occasion, Mr. GHISSASSI announced that a center of maritime training would soon be built at Laayoune in the framework of the development of Morocco's Sahara provinces.

Teacher Training

65. "Le representant régional de l'UNICEF visite le Centre de formation des inspecteurs de Bab Tamesna" (The regional representative of UNICEF visits the Center for the Training of Inspectors at Bab Tamesna). L'Opinion, April 25 1976, p. 6.

The aim of the Bab Tamesna center for the training of inspectors is to improve the cultural level of teachers and of educational inspectors and assistant inspectors, and to perfect the teachers' knowledge so as to make the education they dispense more effective and more profitable. It contributes to solving the problems that teachers often encounter when they are alone in isolated schools.

Agricultural education

66. "Avis de concours" (Notice of competition). L'Opinion, April 13, 1976, p. 2.

The department of agricultural education and vocational training of the Ministry of Agriculture and Agrarian Reforme has organized a competitive entrance examination for the centers for the training of technical agents.

Candidates must be of Moroccan nationality, and have the level of the fourth year of secondary school education.

Religious education

67. "Le directeur executif de l'UNICEF préside la clôture d'un stage de formation" (The executive director of UNICEF presides over the closing of a training program). L'Opinion, April 29, 1976, p. 8.

The Minister of Primary Education and the executive director of UNICEF, accompanied by the UNICEF north Africa representative, paid a visit to Tetouan, where they visited an urban "m'sid" near the Hassan II mosque, a traditional m'sid and the Ibn Khaldoun school, where they inspected the works of the educational workshops.

Before this, the minister and the UNICEF director visited the center for the permanent training of teachers at Bab Alokla, where the closing session of a training program for masters of Koranic education was held.

TUNISIA

Philosophy and theory of education

68. "Des jeunes sur le chemin du savoir" (Young people on the path to knowledge). La Presse, April 4, 1976, p. 2.

There is no doubt that the scientific and technical subjects are necessary for the economic advancement of a developing country. But before they can hope for a technological transfer from the industrialized countries, the countries of the Third World must begin with the modest means at their disposal to contribute to creating the facilities capable of making such advancement possible. The transition should be made, without a doubt, through the spreading of scientific and technical ideas, which itself should fall within a broad program of scientific and technical education. In Tunisia, the task has been assigned to what is called the Association of Young Sciences. The association sees to the training of organizers who will take over the youth science clubs, in conjunction with the Ministry of Youth and Sports. The ministry is organizing, at the Bir el Bey school for the training of skilled personnel, training programs for young people during the vacations.

69. "Orienter les élèves vers les branches scientifiques et techniques" (Orienting students towards the scientific and technical branches). L'Action, May 4, 1976, p. 4.

Mr. Mohamed Sayah, director of the Destour Party, made a trip to the governorate of Monastir, where he presided over the opening session of a conference on family orientation.

He remarked that the creation of the Tunisian Bureau for Family Education aims at establishing a close link between the school and the family. In this respect, he emphasized that the mission of this organization tends towards two basic objectives, which consist in orienting students towards the scientific and technical branches, and in permitting the school to fulfill, as well as possible, its educational function, at the same time seeing to it that the family assumes its responsibilities in the child's education.

70. "Séminaire à Tabarka sur les rapports entre les mathématiques et les sciences physiques" (Seminar in Tabarka on the relationship between mathematics and the physical sciences). L'Action, May 7, 1976, p. 7.

A seminar was organized in the northern governorates on the complementarity between mathematics and the physical sciences. The participants were 45 teachers from the lycees of Beja, Jendouba, le Kef, Bizerte and Siliana.

The work was supervised by ten inspectors and pedagogical counsellors in mathematics and physical sciences, and the aim was to make a series of recommendations which would be submitted to the Ministry of Education with a view to being put into practice.

Educational organization

71. "Sousse: Une place importante dans le pays" (Sousse: An important place in the country)/ La Presse, May 21, 1976, p. 3.

With respect to education, the governorate of Sousse has, since the country's independence, benefitted from the sollicitude of the government in such a way that education has been propagated in the various region areas of this region.

Higher education:

The faculty of medicine opened two years ago. It is attended by 300 students.

The Merchant Marine school is attended by 87 students.

Secondary education:

There are 13 establishments, attended by 13,140 students.

Primary schools: 87 establishments, 41,574 students.

Vocational training:

Since the creation of the various centers of vocational training, 14,798 trainees have been trained.

Pre-apprenticeship center: 2,860.
Training centers in businesses: 7,671.
Adult vocational training center: 4,267.

Educational organization - Secondary education

72. "Baccalauréat" (The baccalaureate). La Presse, April 3, 1976, p. 2.

The great increase in the numbers of students at all educational levels in Tunisia has been accompanied by a qualitative improvement from the standpoints of both education and substructure.

The development of the educational sector has been the subject of numerous reforms at all levels. For secondary education, we might mention the reforms of 1958, 1969, 1970-1972, and the latest, concerning the baccalaureat examination.

73. "La réforme de l'enseignement secondaire donnera une large place à l'enseignement technique" (The reform of secondary education will give a large place to technical education). L'Action, April 15, 1976.

Mr. Hedi Zghal, State Secretary in the Ministry of Education, visited various school constructions and enlargements in the governorate of Nabeul, concerning secondary establishments included in the educational programs for the current year. He then presided over a work session attended by the teaching authorities of the region. He gave a speech in which he discussed the fundamental choices of the educational policy in Tunisia.

74. "Colloque des cadres administratifs des établissements secondaires des gouvernorats du nord" (Colloquium of the administrative staff of the secondary establishments of the northern governorates). La Presse, May 16, 1976, p. 8.

A colloquium of the administrative staff of the secondary schools in the northern governorates studied the use of books of technical equipment in the secondary schools, and has studied questions of recruitment of teachers, of administration, of the pedagogical role of the teaching staff and of the results of the experiment in urban and cultural reanimation in the region.

75. "M. Haby visiste le lycée Montfleury" (Mr. Haby visits the lycee of Montfleury). La Presse, June 5, 1976, p. 5.

Mr. René Haby, French Minister of Education, visited the girls' lycee of Montfleury, where he attended a physics class for first-year students. The course falls within the framework of an experiment tried by the Ministry of Education to introduce the exact sciences into the first years of secondary school.

Educational organization - Vocational education

76. "Les carrières hotelières" (Hotel careers). La Presse, April 1, 1976, p. 2.

In the early years of the hotel industry in Tunisia, the majority of the hotel personnel were trained on the job. Only after several years of experience did they acquire a good knowledge of the profession. Early on, however, the Tunisian Tourist Bureau began to assume responsibility for the training of qualified staff. To do so, they put at the disposal of people desirous of working in this sector, numerous schools in various regions of the country. Thus young people are given general instruction, at the same time that they specialize in one of the branches offered to them, depending on their educational level. Two kinds of hotel instruction are given in Tunisia: Higher studies, for young people with the baccalaureate diploma, at the Hotel and Tourism Institute, a mixed establishment which trains the highly skilled staff necessary for hotels; and studies which are the equivalent of secondary education, making possible the training of middle-level staff. So far, there are six such schools.

77. "L'emploi dans le IVeme plan. Le fonds d'animation rurale" (Employment under the Fourth Plan. The fund for rural organization). La Presse, May 12, 1976, p. 2.

The government's action concerning the job market includes the creation of a fund for rural organization and regional development. Instituted by decree 73-310 of July 20, 1973, this fund is destined basically to accelerate the development of rural regions, to raise the standard of living of their populations, and to increase the possibilities of employment, among other things by the launching of "integrated projects of rural development." These programs also include the vocational training of young rural people who have left school, to assist them and prepare them for a job corresponding to their training, as well as to consolidate such jobs, so as to improve the rural environment and more particularly the living conditions.

78. "La formation de techniciens supérieurs et de cadres moyens" (The training of skilled technicians and of middle-level skilled staff). L'Action, May 29, 1976, p. 12.

Accroding to relatively recent statistics, the middle-level skilled personnel and higher-level technicians represent in all scarcely 5.51% of the existing employments in Tunisia.

This figure speaks for itself. The problem will continue to be posed so long as no solution has been found for training, which constutes a veritable bottle-neck for development in general. To fill this gap, and in the aim of setting an orientation for vocational training, the Council of Ministers has chosen to act on the principle of the creation of specialized training institutes for such personnel.

Educational organization - Higher education

79. "Donner à l'université sa véritable vocation dans un pays en voie de développement" (Giving the university its true role in a developing country). L'Action, April 2, 1976,

The beginning of the 1976-77 school year should be a successful one.

The number of places available in each faculty and establishment of higher education has been set, the country's needs have been defined to make accomplishments as close as possible to the objectives. The university does indeed pose problems of financing, structures and staff. The students are claiming their rights to knowledge, then to employment.

Tunisia's development plan is clear. Essentially, the country needs higher-level technicians, and all efforts are being made to provide them.

80. "L'université décentralisée" (The university decentralized). La Presse, April 7, 1976, p. 2.

Last year, the city of Sfax unaugurated a new era in Tunisian higher education. For the first time in Tunisia's history it was possible to attend university courses outside Tunis, something which only a few years before was inconceivable.

Now it is the turn of the city of Monastir, where a new faculty, of pharmacy and dental surgery has just been opened.

81. "Ministère de l'éducation nationale. Doctorat d'Etat" (Ministry of Education. State Doctorate). Journal Officiel de la République Tunisienne, May 2, 1976, p. 1168.

Decree no. 76-431 of May 19, 1976, bears on the instituting of a State Doctorate in sciences at the faculty of mathematical, physical and natural sciences.

Candidates must present and defend two theses, a main thesis and a complementary thesis, establishing that they possess a mastery of scientific methods and of general culture, and the required spirit of synthesis.

82. "Etude de troisième cycle" (Third-cycle study). Journal Officiel de la République Tunisienne, no. 35, May 21, 1976, p. 1169.

Decree no. 76-432 of May 19, 1976, bears on the organization of the studies of the third cycle at the faculty of mathematical, physical and natural sciences. This cycle is created in the aim of giving the students thorough knowledge of one specialty, and of initiating them into research. The third cycle will last at least three years, and grants three university titles: an attestation of thorough studies, a diploma of thorough studies, and a doctorate in a specialty.

83. "Journée de l'enseignement universitaire à Sousse" (Day of university education in Sousse). La Presse, June 6, 1976, p. 5.

This session, held at the faculty of medicine of Sousse, was presided over by Mohamed Mzali, the Minister of Education.

After having recalled the difficulties confronting the creation of faculties of medicine in Sousse and Sfax, the minister discussed the means used by the government and the sacrifices made by the people to set up such structures.

Adult education

84. "Institut de l'habillement de Den Den" (The clothing institute of Den Den). L'Action, May 29, 1976, p. 13.

The basic tasks of this institute are to ensure the training of technical staff for the clothing industry in Tunisia, and to provide further training for the technical staff already working in the garment industry.

85. "Institut supérieur du textile de Ksar Hellal" (Higher institute of textiles of Ksar Hellal). L'Action, May 29, 1976, p. 13.

The basic tasks of this institute are

1. to ensure the training of technicians for the textile industry;

2. to provide further training for personnel who have been given an accelerated training or who cannot follow the technical progress being made in this industry;

3. to provide, through experienced trainers and well-equipped laboratories, the core of an institute of scientific research at the service of the textile industry.

Special education

86. "Conférence de Mr. Hédi Zghal à l'Ecole des cadres de Bir el Bey" (Conference by Mr. Hedi Zghal at the Bir el Bey school for cadres). L'Action, April 3, 1976, p. 4.

Mr. Hedi Zghal, state secretary for the Minister of Education, gave a conference attended by the participants in the training cycle organized for those responsible for youth training within the coordination committees.

He gave a speech in which he emphasized the cycle, saying that it is designed to dispense a training suitable for allowing young people to assume responsibilities within the party.

87. "L'école de l'Armée de l'air" (The air forces school). L'Action, May 4, 1976, p. 5.

Military pilots can now train in Tunisia. They receive their instruction at the air forces under-officers' school, and are recruited from among candidates who have completed the sixth or seventh years of secondary school. They are given a general education during the first year, with a view to solidifying their general educational level.

The students at the school are oriented as a function of their physical and moral aptitudes. They may become either pilots or ground technicians. Once the first year is completed, the pilot undertakes ten months of practical studies on "Alice" planes, followed by one year of specialized piloting studies for either helicopters or jet planes.

88. "L'union tunisienne d'aide aux insuffisants mentaux" (The Tunisian union for aid to the mentally retarded). L'Action, May 6, 1976, p. 12.

This organization was created in 1967, became of the need that was felt by many parents of the mentally handicapped to gather together in order better to face the very difficult problems posed by the condition of their children.

At present, the UTAIM has three reeducational centers in Tunis, two in La Marsa, one in Ez-Zahra, two in Mornag, and one each in Gabes, Sfax, Nabeul, Sousse and Bizerte.

The center include:

1. kindergarten classes
2. pre-school classes
3. classes of professional pre-apprenticeship.

89. "Stage d'apprentissage pour les jeunes filles des classes terminales" (Apprenticeship training program for young girls of the final classes). L'Action, May 7, 1976, p. 7.

The regional committee of the Family Planning bureau of the governorate of Medenine has recommended the organizing of an apprenticeship training period for young girls finishing their secondary school education, to orientation in rural areas.

90. "Stage de spécialisation en service social d'entreprise" (Training program for specialization in business social service). L'Action, May 16, 1976, p. 7.

The Ministry of Social Affairs has organized, at the National Institute of Work and Social Service, six-month part-time training period for specialization in business social service.

The program includes a training program in practical action and theoretical courses treating, among other things, industrial psychology, social and economic legislation, hygiene and safety at work; there will also be works relative to specific social actions within the business context.

Teaching methods and aids

91. "Pourquoi une semaine des bibliothèques" (Why a library week). La Presse, April 9, 1976. P. 3.

At present, when even some educators are tempted to declare that books are dead, one must recall the fundamental value of reading, considering books of quality as one of the indispensable means of cultural awakening and of apprenticeship to personal and community life. Thus the concept of reading must be given new value. This supposes and will require considerable work at all levels, among teachers, parents, and the general public.

It is within this framework that the week of April 19 was declared Library Week.

92. "L'amour avec un grand A... du livre avec un grand L" (Love, with a capital L, of the book, with a capital B). L'Action, May 2, 1976, p. 13.

After Gutenberg, the second great victory of reading was that of the "pocket book."

There has been much talk about books recently, and Library Week has been the occasion for much discussion.
Tunisia has done all it can — book policies, encouragement of publishing, open libraries, bus libraries, low prices — to make reading more widespread and more available.

LIST OF PERIODICAL SOURCES

Journal offici l de la République Algérienne

El Moudjahid

The Cultural week

El Fajr el Jadid

El Jihad

L'Opinion

La Presse

L'Action

Journal official de la République Tunisienne